

Core Content For Practical Living / Vocational Studies Assessment

Draft for Assessment Contractors

**Version 4.0
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Kentucky Department of Education

Introduction Core Content for Practical Living / Vocational Studies Assessment

What is the *Core Content for Practical Living / Vocational Studies Assessment*?

The *Core Content for Practical Living / Vocational Studies Assessment, Version 4.0*, represents the content from Kentucky's Academic Expectations and the *Program of Studies* health, physical education, and consumerism that is essential for all students to know and the content that is fair game to assess on Kentucky's state assessment. Vocational Studies is not included in the *Program of Studies*. Version 4.0 for Practical Living and Vocational Studies *Core Content for Assessment* captures the "Big Ideas" of each content area. Version 4.0 and the Academic Expectations provide the parameters for test developers as they design the state assessment items. These content standards and expectations provide focus for the development of the 2007 Kentucky Core Content Test (KCCT).

The *Core Content for Practical Living / Vocational Studies Assessment* is not intended to represent the comprehensive local curriculum for health, physical education and consumerism assessment and instruction. It is also not the comprehensive *Program of Studies for Health and Physical Education*, which specifies the minimum content for high school graduation and the primary, intermediate and middle level programs leading to these requirements.

Kentucky's Academic Expectations

Practical Living

- 2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.30 Students evaluate consumer products and services and make effective consumer decisions.
- 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community

Vocational Studies

- 2.36 Students use strategies for choosing and preparing for a career.
- 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

- 2.34 Students perform physical movement skills effectively in a variety of settings.

How is the *Core Content for the Practical Living / Vocational Studies Assessment* organized?

The *Practical Living and Vocational Studies Core Content for Assessment, Version 4.0* is organized by grade level (end of primary – 3rd, 4th, 5th, 6th, 7th, 8th, and high school) in order to ensure continuity and conceptual development even though the current state assessment varies for those grade levels based on the content area. This is different from the current 3.0 Version, which is organized in grade spans. This version of the *Core Content for Practical Living and Vocational Studies Assessment* includes ‘off year’ content standards as well as content for the currently assessed grades.

The Practical Living content consists of four sub domains for reporting: health education, physical education, consumerism, and vocational studies. Instruction supports student growth, development, and achievement in these four areas. The Health and Physical Education sub domains address the knowledge necessary for students to develop and maintain behaviors that enhance physical, social, mental, emotional well being throughout one’s lifetime. Consumerism and Vocational Studies address the knowledge and skills necessary to make appropriate consumer decisions in dealing with authentic life issues and making the transition from high school to post secondary education or the workplace. The content is organized around “Big Ideas” beginning with primary through high school and reflects a depth of knowledge and cognitive complexity.

Big Ideas

Health Education

- Personal Wellness
- Behavioral Choices
- Nutrition
- Safety

Physical Education

- Psychomotor Skills
- Fitness
- Lifetime Physical Wellness

Consumerism

- Consumer Decisions / Advertising
- Financial Literacy
- Community & Environment

Vocational Studies

- Academic, Career Planning, Transition
- Employability Skills
- Communication / Technology

The format on the following pages shows how concepts introduced in the primary years progress in difficulty and complexity through high school. The content statements are aligned to show this progression; however, specific content is not always included at the elementary level because some topics are not appropriate for assessment at that level.

While assessment of certain content may not be appropriate at the elementary level, an awareness of the concepts should be developed as a foundation for the middle level. During the middle grades, content should lead to more application and investigation for the world of work. At the high school, more practical, direct relationships to the world of work and life should be present.

What do the codes for the *Core Content for the Practical Living / Vocational Studies Assessment* mean?

Within Version 4.0, each Core Content statement is coded. The letters PL indicate Practical Living/Vocational Studies. There are codes that indicate the grade level by which Kentucky students should know this content for assessment. Those codes are:

- P-Primary (P1-P3)
- E4-Elementary /Fourth grade
- E5-Elementary/Fifth grade
- M6-Middle School/Sixth grade
- M7-Middle School/Seventh Grade
- M8-Middle School/Eighth grade
- H-High School (Grades 9-12)

Core content statements are **bolded for “state assessment”** or *italicized for “supporting content but not for state assessment”*. The intent is to show what core content statements are fair game to be assessed on the Kentucky Core Content Test (KCCT) and those that instructionally support the state assessed content, but will not be assessed at the state level. The content statements for the state assessment have been clarified with verbs to represent what students will be expected to do and to reflect the depth of knowledge and cognitive complexity expected for the state assessment. They are not meant to limit the cognitive complexity for instruction in the classroom. In order for students to perform at a high level on the KCCT, they need to have mastered the supporting content as well as the state assessed content. These

recommendations have been made in consultation with International and National Standards, the *Program of Studies for Kentucky Schools*, classroom teachers, and content experts.

Some Core Content standards contain additional information in parentheses. If there is a list inside with an e.g., preceding it, that means the examples included are meant to be just that, examples. However, if the list is not preceded by an e.g., the list is to be considered exhaustive and those items are the only items that are “fair game” for assessment.

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